



Correlation to the **Common Core State Standards**

Literacy By Design
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Grade K

**COMMON
CORE**



HOUGHTON MIFFLIN HARCOURT

Houghton Mifflin Harcourt
Literacy by Design

correlated to the

Common Core State Standards Initiative for English Language Arts
Grade K

Standard	Descriptor	Citations
Reading: Literature		
	Key Ideas and details	
1.	With prompting and support, ask and answer questions about key details in a text.	Comprehensive Teacher's Guide: 25, 32, 46–47, 94, 98, 107, 110, 112, 160, 164, 230, 296, 362, 371, 425, 428, 494 Small Group Reading Teacher's Guide: 4, 9, 14, 19, 23, 24, 29, 44, 45, 47, 49, 50, 54, 55, 59, 60, 64, 65, 69, 70, 74, 75, 79, 80, 124, 128, 129, 134, 140, 145, 149, 154, 160, 205, 210, 214, 219, 225, 229, 235, 239
2.	With prompting and support, retell familiar stories, including key details.	Comprehensive Teacher's Guide: 95, 179, 227, 311, 509 Small Group Reading Teacher's Guide: 18, 45, 103, 118, 125, 173, 204
3.	With prompting and support, identify characters, settings, and major events in a story.	Comprehensive Teacher's Guide: 83, 86, 90, 108, 148, 215, 218, 222, 224–225, 241, 280–281, 346–347, 476–477, 480–481, 482, 486–487, 488–489 Small Group Reading Teacher's Guide: 4, 5, 9, 10, 14, 15, 19, 24, 29, 44, 45, 49, 50, 55, 60, 65, 70, 75, 79, 125, 130, 134, 135, 139, 140, 145, 155, 204, 209, 210, 215, 220, 225, 230, 235, 239, 240

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Standard	Descriptor	Citations
	Craft and Structure	
4.	Ask and answer questions about unknown words in a text.	Comprehensive Teacher's Guide: 86, 111, 150–151, 162, 177, 243, 255
5.	Recognize common types of texts (e.g., storybooks, poems).	Comprehensive Teacher's Guide: 17, 20, 82, 148, 214, 322, 346–347, 412–413, 478–479 Small Group Reading Teacher's Guide: 69, 109, 129, 134
6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Comprehensive Teacher's Guide: 158, 356–357, 371, 422–423 Small Group Reading Teacher's Guide: 154, 155, 204, 219
	Integration of Knowledge and Ideas	
7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Comprehensive Teacher's Guide: 173, 281, 311, 425, 440, 442–443, 509 Small Group Reading Teacher's Guide: 29, 43, 80, 125, 210, 235, 238
8.	(Not applicable to literature)	N/A
9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Comprehensive Teacher's Guide: 322, 346 Small Group Reading Teacher's Guide: 3, 9, 68, 73, 203, 218
	Range of reading and Level of text Complexity	
10.	Actively engage in group reading activities with purpose and understanding.	Comprehensive Teacher's Guide: 28, 30, 96, 162, 228, 294, 360, 426, 492 Small Group Reading Teacher's Guide: 4, 9, 14, 19, 24, 29, 44, 49, 54, 59, 64, 69, 74, 79, 124, 129, 134, 139, 144, 149, 154, 159, 204, 209, 214, 219, 224, 229, 234, 239

Standard	Descriptor	Citations
Reading: Informational Text		
	Key Ideas and details	
1.	With prompting and support, ask and answer questions about key details in a text.	Comprehensive Teacher's Guide: 50–51, 64, 116–117, 128, 130, 196, 262, 328, 376–377, 380–381, 392, 394, 460, 524 Small Group Reading Teacher's Guide: 34, 39, 84, 85, 89, 90, 94, 95, 99, 100, 104, 105, 109, 110, 114, 115, 119, 120, 164, 170, 174, 179, 185, 189, 195, 199, 244, 245, 249, 254, 258, 259, 264, 269, 275, 279
2.	With prompting and support, identify the main topic and retell key details of a text.	Comprehensive Teacher's Guide: 50–51, 62, 312–313, 314–315, 326, 379, 445, 511, 513 Small Group Reading Teacher's Guide: 83, 185, 243, 253
3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Comprehensive Teacher's Guide: 12, 14, 28, 60, 76, 208, 213, 511, 514–515, 518–519 Small Group Reading Teacher's Guide: 3, 38, 78, 88, 95, 108, 138
	Craft and Structure	
4.	With prompting and support, ask and answer questions about unknown words in a text.	Comprehensive Teacher's Guide: 144, 146–147, 192, 273, 274, 275, 408, 410–411, 414–415, 456
5.	Identify the front cover, back cover, and title page of a book.	Comprehensive Teacher's Guide: 158, 190–191, 356, 422–423 Small Group Reading Teacher's Guide: 24, 34, 89, 90, 104, 174, 184
6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Comprehensive Teacher's Guide: 158, 371 Small Group Reading Teacher's Guide: 34, 35, 104, 174

Standard	Descriptor	Citations
	Integration of Knowledge and Ideas	
7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Comprehensive Teacher's Guide: 59, 118, 273, 376–377, 380–381, 392, 446–447, 454–455, 511, 514–515, 518–519, 520–521 Small Group Reading Teacher's Guide: 33, 39, 95, 115, 175, 190, 254, 269, 274
8.	With prompting and support, identify the reasons an author gives to support points in a text.	Comprehensive Teacher's Guide: 378–379, 444–445 Small Group Reading Teacher's Guide: 83, 119, 243, 253, 279
9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)..	Small Group Reading Teacher's Guide: 164, 165, 175, 248, 263
	Range of reading and Level of text	
10.	Actively engage in group reading activities with purpose and understanding.	Comprehensive Teacher's Guide: 62, 128, 194, 260, 326, 392, 458, 524 Small Group Reading Teacher's Guide: 34, 39, 84, 89, 94, 99, 104, 109, 114, 119, 164, 169, 174, 179, 184, 189, 194, 199, 244, 249, 254, 259, 264, 269, 274, 279

Standard	Descriptor	Citations
Reading Standards: Foundational Skills		
	Print Concepts	
1.	Demonstrate understanding of the organization and basic features of print.	
a.	Follow words from left to right, top to bottom, and page by page.	Comprehensive Teacher's Guide: 26, 290–291, 437 Small Group Reading Teacher's Guide: 19, 60, 74, 179, 189
b.	Recognize that spoken words are represented in written language by specific sequences of letters.	Comprehensive Teacher's Guide: 20, 27, 52, 448, 452 Small Group Reading Teacher's Guide: 94, 95, 169, 194, 234
c.	Understand that words are separated by spaces in print.	Comprehensive Teacher's Guide: 52, 56, 184, 188, 315, 327, 471 Small Group Reading Teacher's Guide: 84, 199, 200, 224
d.	Recognize and name all upper- and lowercase letters of the alphabet.	Comprehensive Teacher's Guide: 14, 26, 50, 62, 84, 96, 116, 126, 150, 162, 182, 194, 218, 228, 248, 260, 282, 294, 314, 326, 348, 360, 380, 392, 414, 426, 446, 458, 480, 492, 512, 524 Small Group Reading Teacher's Guide: 99, 114, 149, 150, 169, 170
	Phonological awareness	
2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a.	Recognize and produce rhyming words.	Comprehensive Teacher's Guide: 40, 46, 48, 52, 90, 92, 94, 152, 206, 212, 214, 272, 278, 280, 284, 320, 322, 324, 350, 362, 452, 454, 456, 460 Small Group Reading Teacher's Guide: 4, 5, 19, 20, 90, 144
b.	Count, pronounce, blend, and segment syllables in spoken words.	Comprehensive Teacher's Guide: 24, 26, 28, 188, 190, 192 Small Group Reading Teacher's Guide: 14, 15, 29, 30

Standard	Descriptor	Citations
c.	Blend and segment onsets and rimes of single-syllable spoken words.	Comprehensive Teacher's Guide: 436, 442, 444, 448 Small Group Reading Teacher's Guide: 122, 123, 126, 127, 131, 132, 136, 137, 142, 147, 152, 157, 166, 167, 172, 176, 182, 186, 187, 191, 192, 197, 201, 202, 206, 207, 212, 221, 222, 226, 227, 232, 237, 242, 247, 252, 257, 262, 267, 268, 271, 272, 277
d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	Comprehensive Teacher's Guide: 29, 61, 95, 127, 140, 146, 148, 156, 158, 161, 162, 164, 193, 238, 244, 246, 254, 256, 258, 259, 260, 293, 325, 338, 344, 346, 354, 356, 358, 359, 391, 404, 405, 410, 412, 414, 416, 420, 422, 424, 425, 426, 457, 486, 488, 490, 491, 494, 502, 508, 510, 512, 514, 520, 522, 523, 526 Small Group Reading Teacher's Guide: 9, 10, 39, 40, 42, 46, 51, 76, 91, 96, 106, 141, 143, 146, 151, 156, 162, 171, 176, 181, 196, 211, 231, 236, 241, 246, 251, 256, 261, 276
e.	Add or substitute individual sounds (phonemes) in simple, one-syllable	Comprehensive Teacher's Guide: 436, 442, 444, 448, 518
Phonics and Word recognition		
3.	Know and apply grade-level phonics and word analysis skills in decoding words.	
a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	Comprehensive Teacher's Guide: 8, 24, 26, 30, 46, 58, 80, 92, 112, 124, 178, 190, 212, 224, 278, 290, 310, 322, 376, 388, 410, 422, 442, 452, 476, 488 Small Group Reading Teacher's Guide: 24, 25, 34, 35, 56, 57, 61, 62, 66, 67, 71, 72, 81, 82, 86, 87, 101, 102, 111, 112, 116, 117, 216, 217

Standard	Descriptor	Citations
b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Comprehensive Teacher's Guide: 140, 146, 148, 238, 244, 338, 344, 346, 348, 354, 410, 412, 414, 420, 502, 508, 510, 512 Small Group Reading Teacher's Guide: 41, 42, 47, 52, 77, 92, 97, 107, 162
c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Comprehensive Teacher's Guide: 16, 28, 48, 60, 82, 94, 114, 126, 148, 160, 180, 192, 214, 226, 246, 258, 280, 292, 312, 324, 346, 358, 378, 390, 412, 424, 444, 456, 478, 490, 510, 522 Small Group Reading Teacher's Guide: 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178, 183, 188, 193, 198, 203, 208, 213, 218, 223, 228, 233, 238, 243, 248, 253, 258, 263, 268, 273, 278
d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Writing Resource Guide: 21 Writer's Handbook: 15, 21
	Fluency	
4.	Read emergent-reader texts with purpose and understanding.	Comprehensive Teacher's Guide: 16, 28, 48, 60, 82, 94, 114, 126, 148, 160, 180, 192, 214, 226, 246, 258, 280, 292, 312, 324, 346, 358, 378, 390, 412, 424, 444, 456, 478, 490, 510, 522 Small Group Reading Teacher's Guide: 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179, 184, 189, 194, 199, 204, 209, 214, 219, 224, 229, 234, 239, 244, 249, 254, 259, 264, 269, 274, 279

Standard	Descriptor	Citations
Writing Standards		
	Text Types and Purposes	
1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	Small Group Reading Teacher's Guide: 5, 100, 130, 195
2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Comprehensive Teacher's Guide: 160, 183, 185, 193, 195, 249, 251, 259, 261, 394, 447, 449, 457, 459, 522 Small Group Reading Teacher's Guide: 30, 50, 55, 90, 105, 120, 195, 215, 220, 225, 250, 280
3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Comprehensive Teacher's Guide: 19, 31, 29, 31, 83, 85, 87, 95, 97, 131, 283, 285, 293, 295, 347, 349, 351, 359, 361, 481, 483, 490, 491, 493 Small Group Reading Teacher's Guide: 45, 60, 70, 75, 80, 85, 100, 110, 125, 140, 160, 190, 225, 240, 275
	Production and Distribution of Writing	
4.	(Begins in grade 3)	N/A
5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Comprehensive Teacher's Guide: 33, 65, 99, 165, 197, 231, 255, 261, 297, 355, 395, 429, 461, 495, 527
6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Comprehensive Teacher's Guide: 56

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Standard	Descriptor	Citations
	Research to Build and Present Knowledge	
7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Comprehensive Teacher's Guide: 122, 447, 452, 486
8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Comprehensive Teacher's Guide: 114–115, 183, 249, 447, 449, 452, 486 Small Group Reading Teacher's Guide: 185
9.	(Begins in grade 4)	N/A
	Range of Writing	
10.	(Begins in grade 3)	N/A

Standard	Descriptor	Citations
Speaking and Listening Standards		
1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Comprehensive Teacher's Guide: 96, 228, 370, 392 Small Group Reading Teacher's Guide: 80
b.	Continue a conversation through multiple exchanges.	Comprehensive Teacher's Guide: 9, 30, 314, 348 Small Group Reading Teacher's Guide: 20, 30, 35, 65, 75
2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Comprehensive Teacher's Guide: 141, 143, 371, 376–377, 392 Small Group Reading Teacher's Guide: 45, 50, 132, 180, 258, 270
3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Comprehensive Teacher's Guide: 192, 376–377, 392 Small Group Reading Teacher's Guide: 225, 258
Presentation of Knowledge and Ideas		
4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Comprehensive Teacher's Guide: 8, 26, 262, 305, 311, 317, 327, 344, 362 Small Group Reading Teacher's Guide: 130, 140, 190, 225, 255, 280
5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Comprehensive Teacher's Guide: 30, 90, 192, 226, 522 Small Group Reading Teacher's Guide: 55, 190, 255, 280
6.	Speak audibly and express thoughts, feelings, and ideas clearly.	Comprehensive Teacher's Guide: 424, 482, 490, 514 Small Group Reading Teacher's Guide: 55, 80, 125, 135, 220, 235, 260

Standard	Descriptor	Citations
Language Standards		
	Conventions of Standard English	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a.	Print many upper- and lowercase letters.	Comprehensive Teacher's Guide: 16, 18, 28, 30, 48, 50, 60, 62, 82, 84, 94, 96, 114, 116, 126, 128, 148, 150, 180, 182, 192, 194, 214, 216, 226, 228, 246, 248, 280, 282, 292, 294, 312, 314, 324, 326, 346, 348, 358, 360, 378, 380, 390, 392, 412, 414, 424, 426, 444, 446, 456, 458, 478, 480, 490, 492, 510, 512, 522, 524
b.	Use frequently occurring nouns and verbs.	Comprehensive Teacher's Guide: 51, 59, 85, 93, 117, 125, 151, 159, 249, 257, 321 Small Group Reading Teacher's Guide: 140, 197, 227, 267, 277
c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Writing Resource Guide: 10, 18, 24, 54, 56 Writer's Handbook: 10, 18
d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Comprehensive Teacher's Guide: 377, 512, 523
e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Comprehensive Teacher's Guide: 116 Small Group Reading Teacher's Guide: 162, 165, 222, 237
f.	Produce and expand complete sentences in shared language activities.	Comprehensive Teacher's Guide: 16, 339, 345, 349, 357, 381, 447, 489 Small Group Reading Teacher's Guide: 250
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a.	Capitalize the first word in a sentence and the pronoun I.	Comprehensive Teacher's Guide: 250, 254, 283, 285, 295, 389, 455, 503, 515, 521, 525 Small Group Reading Teacher's Guide: 149

Standard	Descriptor	Citations
b.	Recognize and name end punctuation.	Comprehensive Teacher's Guide: 291, 295, 378, 382, 386, 389, 393, 455, 503, 509, 521, 525 Small Group Reading Teacher's Guide: 99, 149, 154, 159, 164, 204, 229, 249
c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Comprehensive Teacher's Guide: 17, 19, 27, 52, 64, 86, 98, 118, 130, 152, 164, 184, 196, 218, 230, 250, 262, 284, 296, 316, 328, 350, 362, 382, 394, 416, 428, 448, 460, 482, 494, 514, 526
d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Comprehensive Teacher's Guide: 20, 32, 52, 64, 86, 98, 118, 130, 152, 164, 184, 196, 218, 230, 250, 262, 284, 296, 316, 328, 350, 362, 382, 394, 416, 428, 437, 443, 448, 455, 460, 482, 494, 514, 526
Knowledge of Language		
3.	(Begins in grade 2)	N/A
Vocabulary Acquisition and Use		
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Writer's Handbook: 15
b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Writing Resource Guide: 17, 18, 22, 24 Writer's Handbook: 10, 12

Standard	Descriptor	Citations
5.	With guidance and support from adults, explore word relationships and nuances in word meanings.	
a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Comprehensive Teacher's Guide: 20, 494 Small Group Reading Teacher's Guide: 15, 30, 35, 163, 188
b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Comprehensive Teacher's Guide: 216
c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Small Group Reading Teacher's Guide: 124, 125
d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Comprehensive Teacher's Guide: 442
6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Comprehensive Teacher's Guide: 18, 32, 321, 377, 442, 446, 482, 514 Small Group Reading Teacher's Guide: 42, 47, 52, 55, 57, 62, 67, 72, 77, 82, 87, 92, 97, 100, 102, 107, 112, 117, 122, 127, 132, 135, 137, 142, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197